

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Ben Dalton

Official School Name: Milford Elementary School

School Mailing Address: 450 South 700 West; PO Box 309
Milford, UT 84751-0309

County: Beaver State School Code Number: 108
Telephone: (435) 387-2841 E-mail: ben.dalton@beaver.k12.ut.us

Fax: (435) 387-5050 Web URL: www.mes.beaver.k12.ut.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Ray Terry Superintendent e-mail: ray.terry@beaver.k12.ut.us

District Name: Beaver County School District District Phone: (435) 438-2291

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Nicholas R. Dotson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 3 Elementary schools
(per district designation) 0 Middle/Junior high schools
2 High schools
0 K-12 schools
5 Total schools in district
2. District per-pupil expenditure: 6601

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	18	16	34
K	19	19	38		7	0	0	0
1	20	12	32		8	0	0	0
2	15	14	29		9	0	0	0
3	16	14	30		10	0	0	0
4	12	17	29		11	0	0	0
5	23	6	29		12	0	0	0
Total in Applying School:								221

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
13 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
81 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 10%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	1
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1, 2009	242
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent limited English proficient students in the school: 10%

Total number of limited English proficient students in the school: 23

Number of languages represented, not including English: 4

Specify languages:

Spanish

Samoan

Chinese

Cachecol

9. Percent of students eligible for free/reduced-priced meals:

48%

Total number of students who qualify:

107

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services:

14%

Total number of students served:

32

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>15</u>
Support staff	<u>2</u>	<u>3</u>
Total number	<u>14</u>	<u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

20:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	96%	95%	95%	96%
Daily teacher attendance	96%	95%	97%	96%	96%
Teacher turnover rate	0%	17%	17%	27%	23%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Milford Elementary School has had a history of high teacher turnover rates. This has been due mostly to the school being located in such a rural area. Milford Elementary has been a school that teachers begin their career, receive classroom experience, and then transfer to a position in a school closer to their home. The new administration at Milford Elementary brought the expectation that teachers maintain long term employment.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

Milford Elementary School is located on the eastern boundary of America's Great Basin. Bordered by mountain ranges and highland deserts, the development of our rural location until recently was speculative of such things as Star Wars type missile systems and high altitude runways for the next generation of space craft. Today, high tech speculations have disappeared and current developments include hog production facilities spaced in the vast wastelands of the highland desert and a recent Wind Farm development spaced between the sparse vegetation. Community industry is limited or non-existent. The city of Milford sits midway on the Union Pacific rail line between Salt Lake City and Las Vegas. The community is central to mineral deposits in the mountains on three sides of the valley. While the minerals still exists, numerous attempts over the past century have failed to materialize due to the rural area and proximity to the proper smelting facilities. As a result, our students, community and school are a proud people, making due as best we can with the resources available to us.

Our parent organization, the Beaver County School District, was organized with community school programs set up in the early 1900s. The parent organization was based on educating students in the county. The district maintains five schools for a total student population of 1,600. Milford Elementary School serves the city and surrounding residents. Our current student population is 225 students. From what was once a dominant Caucasian population, the hog industry and alfalfa hay farms have introduced labor populations from many diverse areas. As a result, ethnicity, language, socio-economic and other barriers in education have surfaced and are addressed in our education plan.

From a school campus that was erected in 1960, our new Milford Elementary campus was constructed in 2001. The design is spectacular with all amenities needed for producing a successful education. Our K-6 population is housed in a circular fashion with scholastic services such as the library, computer labs, restrooms and the office on the interior. Classrooms surround the exterior of the building with individual access to the playground from each classroom. Fenced and secure, our school sits at an elevation of 5000 ft. A large playground sits adjacent to the school that adequately handles all of our students.

While the aesthetics of our school encourage and help to provide our students with the best possible education, it is what happens inside our building that makes the students of Milford Elementary shine. We have incorporated several major changes in our approach to student's success at Milford Elementary in the past several years. While it is hard to pin point exactly which change caused the difference, we do know that the combination of all changes has definitely provided a much needed change in the success of our students.

The philosophical belief at Milford Elementary is that all students can and will learn if given an environment of expectation, care and concern. We also believe that students with disabilities can overcome stigmas and excel when given the proper stimulus.

What has changed at Milford Elementary in the last five years? The most important attribute would be the student's achievement. In five years, scores have risen 20%-30%, teachers attitudes have proven proactive in relation to their student's success. The community is basking in student success, the district's lowest performing school is now on top, and we are just getting started.

What changes were made at Milford Elementary to bring about this reversal?

1. New Principal, Mr. Ben Dalton
2. New progressive reading program in K-4 and 5-6
3. Software that provides immediate feedback and placement of success along with "need to improve" data
4. Additional Computer Lab

5. Lower average class sizes
6. Data driven decisions incorporating all assessments
7. Utah Law sanctioned Community Councils
8. New Special Education Teacher
9. English Language Acquisition
10. District Grade Level In-Service Days

The strength of Milford Elementary school's mission has never been so defined. The community, professional staff, administration and students have never been on the same page to this degree in the past. It is as if education has been redefined at Milford Elementary. While the diversity of the school population has intensified, rather than lower test scores, the school has reversed the expected results and provided a learning environment never before seen at Milford Elementary. High academic goals, a professional approach to education and a commitment to success are what makes Milford Elementary School a Blue Ribbon School candidate. The simple truth: "We beat the odds."

1. Assessment Results:

All areas of assessment yield progressive growth for all assessments at Milford Elementary School. When comparing Language Arts successes from several years ago to today's scores, it is relatively easy to show an accelerated upward growth in scores. When comparing one year performance to the next consecutive years, all but one grade showed a substantial increase in their scores for Language Arts. Math scores indicate progressive growth over the subject level tests. When comparing a secular group of students over a several year period, only Math 6th shows a possible deficiency.

The district has mandated that all schools pass the expected NCLB and Annual Yearly Progress expectations; however, the Utah State Office of Education has mandated that all schools pass the state equivalent of NCLB, called UPASS (Utah Performance Assessment System for Students). Approximately six years ago, Milford Elementary School did not meet all expectations of NCLB and did not achieve AYP based on a sub-group category. Since that time, with a new administrator, new Special Education teacher, and properly trained paraprofessionals, extreme growth in this target group of students has resulted. A 40% growth has been realized simply by caring and helping students and parents realize they can succeed.

Migrant and ESL students have received a new level of services in the past five years with a new English Language Acquisition program to familiarize students with the language of the assessment. Utah law and state expectations for non-English speaking students have made it almost a necessity for our students to be able to speak and read fluent English in order to have a chance of passing end of level exams. ESL students can test out of language programs with the passing of the UALPA, the Utah Alternative Language Placement Assessment. A student's UALPA score in combination with the students end of level exam score help to move the student through the expectation of meeting ESL compliance.

Within this same time period, the district adopted a new reading program to deal with what we viewed as a decline in literacy. The results of this program have yielded impressive statistics at all three elementary schools. Change was hard for some of our veteran teachers to accept. Older teachers were reluctant to believe the old way was "not always best." Over a period of four years, old main stream programs were relegated to supplementary status and new scientifically backed programs were utilized to push students to the new frontier in reading and literacy. With staff members buying into this new "leveled" reading concept, libraries were revamped and leveled curriculum was purchased. Results are self-revealing. Students can read better, literacy skills have increased and the frustration level for our students has been avoided. Direct Reading Assessment results went from 39% in 2009 to a staggering 85% in 2010. Language Arts scores from several years ago were averaging in the upper 70 percentile but now exceed 90%. Math scores as a whole are growing steady with some fine tuning still needed in the curriculum per grade level materials. The district currently uses a product called YPP (Yearly Progress Pro) to actively allow students and teachers to see immediate feedback on their deficiency as compared to the Utah State CORE Standards. Results have proved a substantial fact in meeting Math CORE objectives for Milford Elementary School.

Science cores show a continual rise in student scores. From the year 2007 to 2010, scores increased from 65% to 76% in grade 4, 75% to 88% in grade 5 and 65% to 97% in grade 6. Progressively, the 4th grade of 2008 scored 59%. The same group of students as 6th graders rose to a whopping 97%.

As a whole, Milford Elementary School's recent school statistics and assessment performance data can be found at: <http://www.mes.beaver.k12.ut.us/> and <http://www.beaver.k12.ut.us/images/files/mes.pdf>

2. Using Assessment Results:

Principal Dalton, upon receiving testing result data, analyses the data to look for obvious problems. Between his review and that of district officials, Mr. Dalton uses this data to have a one on one conference with Milford Elementary teachers to review and justify obvious issues. His style of data driven decision making has influenced teachers to know how their students will test before the actual exams are administered. His use of data and the faculty's knowledge of accountability has resulted in better prepared students meeting pre-defined objectives. The results are self-revealing; scores are up in all areas of study.

Within the last two years, the district has provided teachers with access to all testing scores and statistics for students in their class. As a result, each teacher has unprecedented access to student achievement in past years. Any classroom teacher can immediately view and use a student's prior year's performance as an indicator of how that student may do this year. Extra effort can be given to students that have shown signs of struggling in years past. Additionally, Utah shows student progress based on their location on a scale from 1 - 4. The students close to the middle, or in between level 2 and 3, are the students at risk. These students can immediately be located and action taken to move them towards a stable position in the scale. This small but effective action helps students who otherwise may have fallen through the cracks. Likewise, students in the bottom quartile can immediately be spotted and directed towards additional resources.

Students are routinely assessed in their reading ability and literacy. This data is channeled to placing students with reading materials that are below the current student frustration level. As a result, students are always reading material they are capable of rather than being given materials that discourage their desire to read.

3. Communicating Assessment Results:

Education is now a community event at Milford Elementary School. Parents are invited to visit with teachers anytime they feel the need. Milford Elementary School schedules two Parent/Teacher conferences during the school year specifically to update parents on student performance. Printouts of past summative and formative test results are given to the parent during these conferences. In addition, the Student Education Plan SEP is gone over to involve parents in the future of their students education. The SEP includes a Student/Parent/Teacher compact for student success. This compact establishes a three-way partnership between child, parent and teacher. It outlines what each person must do to facilitate students' educational progress and success, defining that learning will accelerate as a result of cooperative efforts. This compact is also part of the compliance efforts at Milford Elementary School to maintain status as a Title I school.

All students and parents have access to each student's daily activities through the district Student Information System SIS. Parents can access grades, individual scores and assignments in addition to attendance and school lunch balances. Depending on the age of the student, formal assessments are easily viewed by the parent. The district also provides a phone home service to each student to alert parents of school happenings, absences and update parents on future testing windows, sessions and expected protocols.

Parents of students at Milford Elementary School are also well informed as to their student's reading levels and progress. The assessments that are given to the students throughout the year are regularly shared with parents, and the level of books sent home from the leveled library are a direct reflection of where the students are in their reading. Parents are encouraged to read these books with their student for at least 20 minutes each night, providing them with firsthand experience with their student's daily/weekly progress.

Parents interested in comparing school level performances can log in to the State's web site for search specifics that allow drill down to school level comparisons.

4. Sharing Lessons Learned:

District in-service days are organized such that collaboration occurs with teachers of similar disciplines and grade levels. These early out days occur specifically to share with others what is working and what is yielding success in the classroom. Discussions are held to determine what textbooks are needed, computer software that exhibits student level attainment data, IT equipment that helps with instruction and other classroom practices that accelerate the student to the desired mastery.

At Milford Elementary, Mr. Dalton invites teachers to share their successful practices to others within the school. Some of Milford Elementary school's successful practices can be traced to individual teachers that were directed to spread the resource through in-service, mentoring, or faculty meeting discussions.

Milford Elementary is a model for other schools in the district and surrounding areas. The school has lead the way with scientifically based research programs such as Yearly Progress Pro (YPP), Ticket to Read and extended day Kindergarten. Milford Elementary teachers serve as beacons to other instructors in the district by presenting them with data driven classroom decision making processes in district trainings.

Because of the rapid growth in academic achievement on state standardized tests, it is not uncommon to see fellow educators, special education directors and state Title 1 representatives visiting our campus to observe the teachers and programs provided to the students. Milford Elementary School was the first in the district to incorporate Yearly Progress Pro, Ticket to Read and extended day Kindergarten. Because of this vision, the faculty is years ahead of other schools in the district with the new processes that impact a standard based, data driven system.

The teachers at Milford Elementary work collaboratively and are willing to share the effective strategies that work in the day to day operations of classroom instruction. There is a feeling of team, collaboration, successful instructional strategies and a cohesive belief of the education vision that every student can learn with no one left behind.

1. Curriculum:

Students at Milford Elementary School are beneficiaries of research based curriculum instructional programs that align with the Utah State Core Curriculum standards.

The language arts program is based on a balanced literacy approach. Houghton Mifflin directs our instruction in reading, spelling and phonics recognition. This provides our primary grades with a strong foundation in phonemic awareness. In order to monitor the individual student's accuracy and fluency, we extensively use DIBELS benchmarks in conjunction with progress monitoring. Every student at Milford Elementary is tested at the beginning, middle and end of the school year to see where the students align with national standards as recommended by the University of Oregon. Student's scores are recorded on the DIBELS web page which allows a student's individual progress to be tracked from Kindergarten through sixth grade. If a student is classified as "at risk," they are progress monitored weekly to ensure no students are left behind in the educational process. Guided reading groups, literacy circles, coral reading and shared reading with leveled reading books are part of the daily reading activities which enrich the literacy curriculum. Words Their Way is used, as a supplement to Houghton Mifflin, to identify students' strengths and weaknesses in spelling. Spelling words are assigned based on the student's individual ability. In order to create exceptional readers and writers, teachers use literacy concepts across the educational spectrum .

Saxon Mathematics is taught extensively in Kindergarten through 5th grade. In past years, sixth grade students had difficulty with transition in mathematics when entering the high school environment. To remedy this problem, the sixth grade students work extensively from McGraw Hill Math Connects. Recognizing the critical need to teach students 21st Century skills to help them compete in today's global, technology-driven economy, McGraw-Hill Education has recently realigned its operations to support and champion today's digital and diverse learners.

Milford Elementary has chosen to teach across the curriculum by combining our reading groups with science based instruction provided by Benchmark Education Company. The instructional design of Benchmark Education Company's supplemental resources has been linked to a comprehensive list of scientifically based research citations from the Southwest Educational Development Laboratory (SEDL), an independent, published research facility. Students in K-6 explore areas in earth systems, biology, and physical science. Parents are actively engaged in the yearly science fair, which encourages students in all grades to learn by presentations and the scientific method.

Scott Foresman is the standard textbook used for social studies instruction. The Scott Foresman focuses on developing a true understanding so students don't simply memorize facts, dates, and places. It means taking what they've learned and transferring that knowledge to new content, situations, ideas, and to their own lives. The goal is to help students become successful learners who will remember not only what they have learned, but how to learn more!

In music, Kindergarten through 6th grades participate in choir two times a week. A member from the community has been employed by the district to provide ten hours of weekly music instruction. To help enrich the student's education, we have relied on School Trust Land monies to purchase recorders for grade 4-6. Music instructors have been volunteers from the community. Music instruction emphasizes vocal control, rhythmic movements, and tonal components in music appreciation. State and national standards are the driving point for the music curriculum. Each grade performs a holiday musical number for the community in the annual Christmas program.

The art curriculum draws on each teacher's strengths by providing an art rotation on Friday afternoon. One hour is devoted to art instruction during this time block. Teachers volunteer to teach in the area of

visual arts, performing arts or dance during the rotation. Every student will rotate into a different teacher's classroom each week. Teachers align the classroom content with the state core standards. We also work in conjunction with Southern Utah University students as guest speakers in art appreciation and performing arts.

In the physical education program, students participate in strength, endurance, agility, flexibility and healthy lifestyles aligned with the Utah State Core requirements. In winter conditions, which prohibit outside activity, we allocate gymnasium time for each class to incorporate dance, basketball, volleyball, and activities that encourage sportsmanship, rule compliance and cooperative activities. We participate in the Walk Across America program and Fuel Up To Play 60 Minutes sponsored by the National Football League. When weather permits, students are able to play organized sports outside. The great American past time of baseball is played extensively at Milford Elementary. Countless organized activities are played to promote healthy lifestyles and students physical well-being. The physical education activities are continually monitored by summative and formative assessments given by the teachers to encourage all students to be involved in fitness for the rest of their life.

2. Reading/English:

Milford Elementary School's reading curriculum is based on a comprehensive, balanced literacy reading program approach. Our reading instruction program incorporates student screening by using DIBELS based out of the University of Oregon. The screening includes a pre and post formative and summative assessment tool. Additional diagnostic pieces are provided by the Utah State Office of Education with the Direct Reading Assessment (DRA). The DRA is scientifically research based from the American Educational Research Association, and the National Council on Measurement in Education. Student's individual data is continually collected and recorded from Kindergarten through sixth grade. Milford Elementary students are placed on reading scales based on national standards to assure each student is achieving their greatest potential. Students are encouraged to relate reading text to previously read text (Text to Text), how text relates to themselves (Text to Self) and how text relates to the world around them (Text to World).

Teachers incorporate reciprocal teaching which is scientifically based on studies in the Harvard Educational Review by Palincsar and Brown. Teachers have seen tremendous growth in the areas of vocabulary, comprehension skills, fluency building and a basic understanding of literature which is aligned with the Utah State Office of Education core curriculum. Furthermore, teachers observed fewer behavior problems in their reciprocal teaching groups than in their control groups.

In the past 5 years, Milford Elementary has included leveled libraries based on the Florida Center for Reading research studies. By allowing students to have access to books on their individual reading levels they can experience a variety of genres with an appreciation for classic literature. With the incorporation of the RTI (Response to Intervention) model, Milford Elementary quickly identifies areas of deficiency which may inhibit a child's ability to progress in reading. To correct the problem, we have included a Tier 2 and a Tier 3 intervention program with Title 1 monies, which allows students the ability to read one on one with adults. This process has allowed students to gain time and practice with comprehension skill and decoding skills.

3. Mathematics:

Saxon Mathematics is taught extensively in Kindergarten through 5th grade. Sixth grade teaches McGraw Hill Math Connects to allow for a smoother transition into the high school environment, which also relies on the McGraw Hill format. Milford Elementary recognizes the critical need to teach students 21st Century skills to help them compete in today's global, technology-driven economy, Milford Elementary continues to strive for a mathematics education that has recently realigned to support and encourage today's digital and diverse learners.

Milford Elementary has incorporated Yearly Progress Pro (YPP) and MathFacts in a Flash to identify students who may be struggling in the area of mathematics. Yearly Progress Pro is an award-winning, online progress monitoring solution that is based on 25 years of research in Curriculum-Based Measurement (CBM), a methodology proven to improve student learning outcomes. CBM is particularly effective with Response to Intervention (RTI) programs, a method of academic intervention that is designed to provide early, effective support to struggling learners. Robust classroom assistance tools, linked to an easy-to-understand data management system, allow us to monitor student learning in real time. Students who become fluent in basic math fact combinations are more successful at meeting more advanced math challenges. And, while most students learn how to calculate these combinations, MathFacts in a Flash helps to ensure that students gain the automatic recall such mastery requires.

Teachers have invested in the latest pedagogy methods which align with the National Council of Teachers of Mathematics (NCTM) and the Utah State Core Curriculum. These methods have been provided by professors from Southern Utah University in Elementary Mathematics for teacher courses. Milford Elementary teachers are currently working on course that will allow them to acquire a mathematics teaching endorsement approved by the Utah State Office of Education.

4. Additional Curriculum Area:

The Milford Elementary faculty incorporates the philosophy of supplementing the curriculum with several research based technology programs. The school's goal is to have every student reading at or above grade level by the conclusion of each school year. In order to ensure students reach the school's goal we have incorporated the Ticket to Read Program at Milford Elementary. The Ticket to Read program allows teachers to provide differentiated instruction to each student on their own individual level. Ticket to Read is a supplemental program provided to all grades in the area of reading. The program is designed for grades K–6, and students work independently on leveled fluency and reading skills. Ticket to Read facilitates independent practice at school, home, or on any computer that has an internet connection. The online program teaches and builds reading skills at the individual level with adaptive instruction in the areas of phonics, fluency, vocabulary and comprehension. A unique aspect of this program is the ability to assign individual lessons for each of these skills.

Teachers incorporate Ticket to Read in their daily reading instructions because of the dynamic practice in fluency, comprehension and vocabulary skills. It sparks interest with hundreds of leveled, high interest reading passages and activities. Ticket to Read engages students with a motivating reward system. Teachers have the ability to access individual student data from web-based management servers.

Students experience success with Ticket to Read because it provides instant feedback coupled with positive reinforcement. Students engage in journeys of exciting text in both the fiction and nonfiction literacy curriculum. Ticket to Read is a product of Voyager Expanded Learning, a leading provider of in-school, core reading programs for school districts throughout the U.S.A. Founded in 1994, Voyager has delivered its programs to more than 1,000 school districts, including New York City, Philadelphia, Dallas, and Washington, D.C., resulting in dramatically improved student performance.

5. Instructional Methods:

Milford Elementary uses effective instructional practices supported by the Utah State Office of Education in all core subject areas. Daily lesson plans are aligned with Utah State Core in conjunction with National Standards in each academic area. Teachers incorporate classroom decisions based on data driven collection systems like DIBELS and Ticket to Read for Language Arts, YPP for mathematics, and Utah Write for direct writing assessments. Every student in each grade is tracked individually allowing teachers to provide classroom instruction with differentiated assessments to ensure students the ability to progress academically on their own individual level.

Students identified as Tier 2 and Tier 3 receive additional interventions with highly qualified paraprofessionals whom work under the direction of the classroom teachers to provide a second exposure

to crucial academic concepts. Students receive instruction in a one-on-one environment, allowing students the opportunity to practice key aspects of the curriculum with immediate feedback encompassing positive reinforcement. Time schedules involving recess and lunch have been adjusted to allow more time for students to receive additional support from the teachers and par-educators.

In the past five years, teachers at Milford Elementary have caught the vision of No Child Left Behind by tailoring classroom instruction to meet the individual needs of each student's learning ability. In addition, teachers track each student's individual academic data and use the data to adjust classroom instructional procedures and processes. Simply put, we do not have students lost in the cracks of education. Teachers know every student's strength and weakness. Educators capitalize on the students' strengths and make weaknesses become strengths. This philosophy has developed high levels of academic achievement with an increase in student proficiency and confidence levels.

Milford Elementary is a data driven, academically orientated school environment. Alignments with core curriculum, effective teaching strategies based on academic student differentiation have allowed academic success for all students ranging from IEP to gifted and talented students. The success is tied directly to a paradigm shift in the educational philosophy of the teachers at Milford Elementary allowing each child to meet his/her fullest learning potential.

6. Professional Development:

The Milford Elementary professional is continually engaged in educationally based research from Dr. Robert Marzano's iObservation, which includes forty one research based key teaching strategies. Professional development is delivered in robust, easy to understand models of instruction based on the Science of Teaching. Professional learning communities allow teachers at Milford Elementary to view video clips of highly effective classroom instructions throughout the world. Rubrics are provided to track teacher's individual growth in research based strategies, supporting teacher growth in their own individual instructional effectiveness. Teachers learn how to identify key concepts in their classroom instruction and provide meaningful feedback to students.

Snap Shots, or walkthroughs, allow administrators and other teachers to visit fellow colleague's classrooms and observe effective teaching practices by other members of the teaching staff. Teachers receive feedback from the walkthroughs in the form of emails accompanied with rubrics and video clip of effective teaching strategies in one of the forty one key strategies. Reports show the progress on instructional components of an effective lesson for each educator. By allowing teachers to view each other, it creates a platform to provide meaningful feedback and support individual teacher growth through a professional development program. The final assessment on the effectiveness of the professional development correlates with students' academic achievement gains.

Beaver County School District includes three professional development days built into the regular school year. This allows for collaborative discussion in individual student data and instructional practices in teaching Utah Core curriculum standards. These days have transformed from teachers with individual teaching practices into cohort communities with a common goal of improving students' retention of key concepts. Each teacher is assigned to professional learning communities based on the instructional grade level. The communities collaborate with other colleagues to review student data and identify strengths or weaknesses in specific content areas. Workshops and training are provided based on recommendations by the professional learning communities. Yearly goals are established based on weak areas of student core testing data. Teachers freely share information with each community by reporting on the most effective practices which improved the overall student success.

7. School Leadership:

School leadership at Milford Elementary begins with its principal. Mr. Dalton has been the principal for the past five years and his commitment in several key areas has produced an amazing growth in student achievement never before seen in the history of the school. The view of every person counts and every

opinion is valued and shared with faculty, staff and students of Milford Elementary. The halls and classrooms display the following quote, “Respect, Responsibility and Excellence Always.” This is a small glimpse into the overall feeling of the type of school environment students are exposed to on a daily basis.

The principal drives collaboration which deepens the understanding of abstract ideas into concrete concepts to promote student learning. Only the highest levels of expectations are placed on teachers, ensuring research based instruction occurs in the classroom. The highest levels of expectations are also placed on student achievement. Teachers and staff are viewed as colleagues and not merely employees paid to do a job. This atmosphere creates an environment where the relationship among adults is one of team and unity engaged in a common goal of providing the best education possible to the students on a daily basis.

The principal embraces the idea of individual student recognition by knowing each individual student’s name and enquiring the students on their daily accomplishments. The principal conducts student recognition assemblies on a quarterly basis to celebrate each student’s individual success. His relentless strive for excellence is reflected in the day to day operations of the school with a sense of ownership by all stake holders in the educational process. This view creates unity with a common purpose of providing the highest quality of instruction possible for the students. The sample pool of students has not changed significantly in the past five years, but the expectation on the learning environment has led Milford Elementary to the top of the academic hierarchy of the Utah core testing standards.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: CRT

Edition/Publication Year: 2006-2010 Publisher: Utah State Office of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month				May	May
SCHOOL SCORES					
Sufficient				81	73
Substantial				46	62
Number of students tested				26	37
Percent of total students tested				100	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Sufficient				54	65
Substantial				23	50
Number of students tested				13	20
2. African American Students					
Sufficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Sufficient					
Substantial					
Number of students tested					
4. Special Education Students					
Sufficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Sufficient					
Substantial					
Number of students tested					
6.					
Sufficient					
Substantial					
Number of students tested					
NOTES: Beginning with the 2007-2008 school year, the State of Utah did not assess first grade students.					

11UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 1

Test: CRT

Edition/Publication Year: 2006-2010 Publisher: Utah State Office of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month				May	May
SCHOOL SCORES					
Sufficient				67	76
Substantial				27	37
Number of students tested				33	37
Percent of total students tested				100	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Sufficient				46	71
Substantial				23	24
Number of students tested				13	21
2. African American Students					
Sufficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Sufficient					
Substantial					
Number of students tested					
4. Special Education Students					
Sufficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Sufficient					
Substantial					
Number of students tested					
6.					
Sufficient					
Substantial					
Number of students tested					
NOTES: Beginning with the 2007-2008 school year, the State of Utah did not assess first grade students.					

11UT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: CRT

Edition/Publication Year: 2006-2010 Publisher: Utah State Office of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Sufficient	83	76	77	67	83
Substantial	74	45	48	36	57
Number of students tested	35	38	31	33	47
Percent of total students tested	97	97	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	3	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Sufficient	93	76	70	69	74
Substantial	47	53	40	50	52
Number of students tested	15	17	10	16	27
2. African American Students					
Sufficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Sufficient					
Substantial					
Number of students tested					
4. Special Education Students					
Sufficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Sufficient					
Substantial					
Number of students tested					
6.					
Sufficient					
Substantial					
Number of students tested					
NOTES:					

11UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: CRT

Edition/Publication Year: 2006-2010 Publisher: Utah State Office of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Sufficient	97	84	84	84	81
Substantial	69	53	32	38	34
Number of students tested	35	38	31	32	47
Percent of total students tested	97	97	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	3	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Sufficient	93	71	80	75	78
Substantial	53	41	20	31	26
Number of students tested	15	17	10	16	27
2. African American Students					
Sufficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Sufficient					
Substantial					
Number of students tested					
4. Special Education Students					
Sufficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Sufficient					
Substantial					
Number of students tested					
6.					
Sufficient					
Substantial					
Number of students tested					
NOTES:					

11UT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: CRT

Edition/Publication Year: 2006-2010 Publisher: Utah State Office of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Sufficient	94	86	90	72	68
Substantial	45	51	53	56	49
Number of students tested	31	37	30	32	37
Percent of total students tested	97	97	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	3	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Sufficient	80	100	92	86	53
Substantial	67	62	54	43	41
Number of students tested	15	16	13	21	17
2. African American Students					
Sufficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Sufficient					
Substantial					
Number of students tested					
4. Special Education Students					
Sufficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Sufficient					
Substantial					
Number of students tested					
6.					
Sufficient					
Substantial					
Number of students tested					
NOTES:					

11UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: CRT

Edition/Publication Year: 2006-2010 Publisher: Utah State Office of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Sufficient	94	73	97	75	78
Substantial	55	43	53	38	43
Number of students tested	31	37	30	40	37
Percent of total students tested	97	97	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	3	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Sufficient	93	93	100	65	65
Substantial	67	40	38	35	24
Number of students tested	15	15	13	20	17
2. African American Students					
Sufficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Sufficient					
Substantial					
Number of students tested					
4. Special Education Students					
Sufficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Sufficient					
Substantial					
Number of students tested					
6.					
Sufficient					
Substantial					
Number of students tested					
NOTES:					

11UT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: CRT

Edition/Publication Year: 2006-2010 Publisher: Utah State Office of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Sufficient	87	94	95	85	59
Substantial	74	67	78	46	52
Number of students tested	31	33	41	41	27
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Sufficient	100	93	89	65	43
Substantial	85	73	68	59	29
Number of students tested	13	15	19	17	14
2. African American Students					
Sufficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Sufficient					
Substantial					
Number of students tested					
4. Special Education Students					
Sufficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Sufficient					
Substantial					
Number of students tested					
6.					
Sufficient					
Substantial					
Number of students tested					
NOTES:					

11UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: CRT

Edition/Publication Year: 2006-2010 Publisher: Utah State Office of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Sufficient	90	94	78	76	61
Substantial	71	53	49	26	48
Number of students tested	31	32	41	34	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Sufficient	100	100	68	71	64
Substantial	38	67	42	18	14
Number of students tested	13	15	19	17	14
2. African American Students					
Sufficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Sufficient					
Substantial					
Number of students tested					
4. Special Education Students					
Sufficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Sufficient					
Substantial					
Number of students tested					
6.					
Sufficient					
Substantial					
Number of students tested					
NOTES:					

11UT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: CRT

Edition/Publication Year: 2006-2010 Publisher: Utah State Office of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Sufficient	93	84	85	76	80
Substantial	79	69	59	65	67
Number of students tested	29	32	34	34	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Sufficient	100	86	85	85	72
Substantial	76	59	62	46	56
Number of students tested	17	22	13	13	18
2. African American Students					
Sufficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Sufficient					
Substantial					
Number of students tested					
4. Special Education Students					
Sufficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Sufficient					
Substantial					
Number of students tested					
6.					
Sufficient					
Substantial					
Number of students tested					
NOTES:					

11UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: CRT

Edition/Publication Year: 2006-2010 Publisher: Utah State Office of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Sufficient	83	97	76	92	80
Substantial	52	66	35	42	40
Number of students tested	29	32	34	24	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Sufficient	100	82	69	85	72
Substantial	41	32	15	8	28
Number of students tested	17	22	13	13	18
2. African American Students					
Sufficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Sufficient					
Substantial					
Number of students tested					
4. Special Education Students					
Sufficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Sufficient					
Substantial					
Number of students tested					
6.					
Sufficient					
Substantial					
Number of students tested					
NOTES:					

11UT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: CRT

Edition/Publication Year: 2006-2010 Publisher: Utah State Office of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Sufficient	97	93	72	88	68
Substantial	70	71	56	62	35
Number of students tested	33	42	25	24	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Sufficient	81	78	45	79	60
Substantial	71	33	27	32	25
Number of students tested	21	18	11	19	20
2. African American Students					
Sufficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Sufficient					
Substantial					
Number of students tested					
4. Special Education Students					
Sufficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Sufficient					
Substantial					
Number of students tested					
6.					
Sufficient					
Substantial					
Number of students tested					
NOTES:					

11UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: CRT

Edition/Publication Year: 2006-2010 Publisher: Utah State Office of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Sufficient	91	86	84	69	62
Substantial	48	43	36	42	29
Number of students tested	33	42	25	26	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Sufficient	95	83	64	63	50
Substantial	67	44	18	32	20
Number of students tested	21	18	11	19	20
2. African American Students					
Sufficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Sufficient					
Substantial					
Number of students tested					
4. Special Education Students					
Sufficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Sufficient					
Substantial					
Number of students tested					
6.					
Sufficient					
Substantial					
Number of students tested					
NOTES:					

11UT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Sufficient	91	87	85	78	73
Substantial	68	60	60	52	54
Number of students tested	156	182	161	190	212
Percent of total students tested	98	99	100	100	100
Number of students alternatively assessed	3	2	0	0	0
Percent of students alternatively assessed	2	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Sufficient	90	85	76	74	63
Substantial	69	44	29	42	43
Number of students tested	81	87	66	99	116
2. African American Students					
Sufficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Sufficient	88	71	71	43	55
Substantial	62	38	50	29	37
Number of students tested	16	21	14	21	38
4. Special Education Students					
Sufficient	97	84	70	34	32
Substantial	94	59	48	27	18
Number of students tested	33	37	23	29	38
5. English Language Learner Students					
Sufficient					
Substantial					
Number of students tested					
6. Caucasian Students					
Sufficient	91	88	86	82	76
Substantial	68	63	60	55	57
Number of students tested	139	156	142	163	168
NOTES: Mathematics scores from 2009 received a new cut score which changed the scaling and equating. Data from 2009 and on are not comparable to prior years.					

11UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Sufficient	91	86	83	77	77
Substantial	58	51	42	35	38
Number of students tested	156	181	161	189	213
Percent of total students tested	98	99	100	100	100
Number of students alternatively assessed	3	2	0	0	0
Percent of students alternatively assessed	2	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Sufficient	96	86	79	67	68
Substantial	54	56	53	26	23
Number of students tested	81	88	66	98	117
2. African American Students					
Sufficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Sufficient	88	65	64	60	53
Substantial	75	25	21	15	13
Number of students tested	16	20	14	20	38
4. Special Education Students					
Sufficient	94	81	52	28	23
Substantial	73	38	13	0	10
Number of students tested	33	37	23	29	39
5. English Language Learner Students					
Sufficient					
Substantial					
Number of students tested					
6. Caucasian Students					
Sufficient	91	89	85	79	81
Substantial	56	53	43	37	42
Number of students tested	139	156	142	163	169
NOTES:					

11UT1